

Final
NE 00A00052-0

Diane Colhoun

OMB Number: 4040-0004
Expiration Date: 8/31/2016

GS

Application for Federal Assistance SF-424

* 1. Type of Submission:

- ☐ Preapplication
☒ Application
☐ Changed/Corrected Application

* 2. Type of Application:

- ☒ New
☐ Continuation
☐ Revision

* If Revision, select appropriate letter(s):

* Other (Specify):

* 3. Date Received:

03/06/2015

4. Applicant Identifier:

5a. Federal Entity Identifier:

5b. Federal Award Identifier:

State Use Only:

6. Date Received by State:

7. State Application Identifier:

8. APPLICANT INFORMATION:

* a. Legal Name:

President and Trustees of Bates College

* b. Employer/Taxpayer Identification Number (EIN/TIN):

01-0211781

* c. Organizational DUNS:

0589514010000

d. Address:

* Street1:

2 Andrews Road

Street2:

* City:

Lewiston

County/Parish:

* State:

ME: Maine

Province:

* Country:

USA: UNITED STATES

* Zip / Postal Code:

04240-6030

e. Organizational Unit:

Department Name:

Maine Campus Compact

Division Name:

f. Name and contact information of person to be contacted on matters involving this application:

Prefix:

* First Name:

Joseph

Middle Name:

* Last Name:

Tomaras

Suffix:

Title:

Director, Sponsored Programs

Organizational Affiliation:

* Telephone Number:

207-786-6243

Fax Number:

* Email:

jtomaras@bates.edu

Application for Federal Assistance SF-424

*** 9. Type of Applicant 1: Select Applicant Type:**

O: Private Institution of Higher Education

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

*** 10. Name of Federal Agency:**

Environmental Protection Agency

11. Catalog of Federal Domestic Assistance Number:

66.951

CFDA Title:

Environmental Education Grants

*** 12. Funding Opportunity Number:**

EPA-EE-14-02

* Title:

Environmental Education Local Grants Program -- Solicitation Notice for 2014

13. Competition Identification Number:

NA

Title:

14. Areas Affected by Project (Cities, Counties, States, etc.):

Areas Affected by the Project.pdf

Add Attachment

Delete Attachment

View Attachment

*** 15. Descriptive Title of Applicant's Project:**

Community Colleges for Environmental Stewardship (CCES)

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424**16. Congressional Districts Of:**

* a. Applicant ME-002

* b. Program/Project ME-ALL

Attach an additional list of Program/Project Congressional Districts if needed.

CDlist.pdf

Add Attachment

Delete Attachment

View Attachment

17. Proposed Project:

* a. Start Date: 12/01/2015

* b. End Date: 11/30/2017

18. Estimated Funding (\$):

* a. Federal	90,000.00
* b. Applicant	17,673.00
* c. State	0.00
* d. Local	0.00
* e. Other	12,555.00
* f. Program Income	0.00
* g. TOTAL	120,228.00

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

- ☐ a. This application was made available to the State under the Executive Order 12372 Process for review on .
- ☐ b. Program is subject to E.O. 12372 but has not been selected by the State for review.
- ☒ c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**☐ Yes ☒ No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

21. *By signing this application, I certify (1) to the statements contained in the list of certifications** and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)

☒ ** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: * First Name: Joseph

Middle Name:

* Last Name: Tomaras

Suffix:

* Title: Director, Sponsored Programs

* Telephone Number: 207-786-6243

Fax Number:

* Email: jtomaras@bates.edu

* Signature of Authorized Representative: Joseph Tomaras

* Date Signed: 08/11/2015

Joseph Tomaras

SECTION B - BUDGET CATEGORIES

6. Object Class Categories	GRANT PROGRAM, FUNCTION OR ACTIVITY				Total (5)
	(1)	(2)	(3)	(4)	
	N/A	N/A			
a. Personnel	\$ 15,000.00	\$ 13,091.00	\$	\$	\$ 28,091.00
b. Fringe Benefits	4,977.00	4,582.00			9,559.00
c. Travel	9,785.00	0.00			9,785.00
d. Equipment	0.00	0.00			
e. Supplies	1,720.00	0.00			1,720.00
f. Contractual	14,200.00	6,930.00			21,130.00
g. Construction	0.00	0.00			
h. Other	31,771.00	5,625.00			37,396.00
i. Total Direct Charges (sum of 6a-6h)	77,453.00	30,228.00			\$ 107,681.00
j. Indirect Charges	12,547.00	0.00			\$ 12,547.00
k. TOTALS (sum of 6i and 6j)	\$ 90,000.00	\$ 30,228.00	\$	\$	\$ 120,228.00
7. Program Income	\$	\$	\$	\$	\$

Joseph Tomaras

8/11/2015

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Standard Form 424A (Rev. 7- 97)
Prescribed by OMB (Circular A -102) Page 1A

Work Plan

(a) Project Summary:

(i) Goals and Objectives: The goals of Maine Campus Compact's proposed *Community Colleges for Environmental Stewardship (CCES): A Replicable Model for Environmental Education and Behavioral Change* initiative are to: prime a diverse pool of low-income college students for a lifetime of environmental stewardship; create and sustain changes in community college delivery of courses for ongoing environmental education of students in all fields of study; complete locally-focused environmental stewardship projects in New England communities to reduce energy use, greenhouse gas emissions, and protect water; and serve as a replicable model for creating behavioral change to benefit the environment. Our program is unique in its focus to prepare faculty and low-income community college students studying in any field to teach and learn the communication, problem-solving, decision-making, teamwork skills needed to make informed environmental decisions and take positive action toward the environment.

We will accomplish these goals by making sub-grants to 5 community colleges in Northern New England and Massachusetts and providing training and support to at least 20 faculty from diverse disciplines to embed environmental community projects into their courses. Sub-grantee campuses will be required to deliver a minimum of 4 courses, each addressing the EPA environmental priorities of **addressing climate change or protecting water**. To ensure student behavioral change around environmental stewardship, we will provide environmental education support to sub-grantees at numerous junctures culminating in a student driven community event at the conclusion of each course. A series of Experiential Field Seminars, a New England-wide Best Practice Conference for faculty and students, and opportunities to present at conferences will be among initiatives implemented for greater sharing and expansion of this replicable model across disciplines and institutions.

Our central objective is to provide sub-grants to 5 community colleges and train 20 faculty in the design and delivery of 20 courses with embedded community-projects and environmental education. Partnering with community organizations to address locally-focused climate change and/or water quality issues, these courses will be taught to a minimum of 360 low-income and non-traditional community college students, to increase their knowledge, decision-making abilities and actions for addressing these critical environmental issues. Near the conclusion of the grant period, each state will host one Experiential Field Seminar for an expanded network of community college faculty and a four-state Best Practice Conference will be held for faculty and student participants from the 2012 and 2015 EPA EE grant cycles.

Maine Campus Compact's CCES initiative addresses the following EPA Educational Priorities: 1) **Community Projects**, by focusing on place-based, experiential, environmental stewardship projects with community partners as a primary teaching tool to increase students' motivation for behavioral change; and 2) **EE Teaching Skills**, by providing community college faculty trainings and other professional development opportunities to increase their knowledge and skill base as environmental educators.

MCC's CCES initiative addresses the following EPA Environmental Priorities: 1) **Climate Change and Improving Air Quality**, through education for environmental stewardship to prevent pollution and increase energy efficiency, improve air quality and address climate change through reduction of greenhouse gas emissions; and 2) **Protecting Water**, through efforts that ensure safe drinking water and restores and maintains oceans, watersheds, and protects aquatic ecosystems for recreational activities and wildlife.

These goals and objectives meet the definition of environmental education by: increasing student awareness and knowledge about environmental issues through coursework tied to service learning and community stewardship activities; giving students practice in critical thinking, problem solving, teamwork, decision making and leadership through action/outreach projects, and; integrating high-quality place-based, outdoor, and experiential elements into curriculum. Collectively, this project will provide low-income community college students with the skills needed to make informed environmental stewardship decisions and take responsible actions.

(ii) Organization and Partnerships: Campus Compact (CC) is a national, nonprofit coalition of nearly 1,200 colleges and universities, educating some 6 million students, which has been committed to improving community life and educating students for civic and social responsibility since 1985. As part of the CC coalition, Maine Campus Compact (MCC) was formed in 1994. Since our founding, MCC has trained over 700 Maine faculty from 21 campuses in educational practices that develop critical thinking, problem-solving, communication, and other civic skills through integrated community projects. We have made sub-grants to campuses to further partnerships between campuses and community organizations, supported faculty as they developed new teaching approaches, and fostered the development of policies, procedures and offices to sustain this work. MCC is hosted by Bates College, the Prime Recipient, but has its own separate Board of Presidents to oversee the goals of MCC and the Executive Director. Bates is the fiscal agent for Maine Campus Compact, and MCC operates under Bates College's nonprofit status. This initiative will be designed, implemented and overseen by MCC's experienced Executive Director, Sally Slovinski and Program Manager, Heather Craigie. Fiscal oversight will be provided by dedicated accountants and the systems of Bates College.

MCC will lead a four-state initiative which also includes our partners, Campus Compact for New Hampshire, Massachusetts Campus Compact, and Vermont Campus Compact. Our combined membership consists of 126 colleges and universities that educate more than 600,000 college students. Under this new proposal focused on expanding environmental stewardship initiatives for low-income students, 36 CC member community colleges in these four states will be eligible to apply for a total of 5 sub-grants as part of the CCES initiative. Projects under this grant will take place on the campuses of sub-grantee community colleges and in the surrounding communities.

(iii) History of Receiving EE Grants: In July of 2012, Maine Campus Compact was awarded a \$150,000 grant from the U.S. EPA Environmental Education (EE) Grants program to support *Campuses for Environmental Stewardship (CES)*. Through this project, 19 sub-grants were awarded to teams of faculty from member campuses in ME, NH, and VT to prepare college students for a lifetime of environmental stewardship, and to transform processes on college campuses to better support environmental education through embedding climate change or water quality community projects into existing or new courses. Recognizing the growing gap between low income students and wealthier students in graduation completion rates and aware that lower income individuals are at greater risk for the impacts of environmental problems such as climate change, this proposal to EPA aims to expand environmental stewardship opportunities for low income community college students. Specifically, our project will be expanded in four key ways: 1) sub-grantee teams will be made up of all new faculty from community colleges teaching new courses or current courses substantially altered/enhanced that will reach a greater number of low-income and non-traditional students; 2) Massachusetts will be added to the list of NE states eligible for sub-grants further enhancing replicability, geographic diversity and diversity of populations; 3) added supports and activities will be implemented to provide a more deeply rooted experience for low income students to ensure behavioral change and skill development to maximize local community impact; and 4) To increase cross-pollination of ideas, and expansion of this replicable EE model regionally and nationally, Experiential Field Seminars for community college faculty and a New England-wide Best Practice Conference for faculty and students will be implemented.

With the added enhancements outlined above—including extra supports built in for increased training/technical assistance support and opportunities to share best practices of success for faculty, and more leadership opportunities for low income students—we believe this will be a highly effective model for creating behavioral change that benefits the local environment and provides improved standards and teaching methods for advancing the field of EE in community college settings.

(iv) Local Relevance: MCC has a 20 year history of fostering successful campus-community partnerships throughout Maine. Likewise, the Compacts in NH, VT, and MA also specialize in strengthening local communities through engagement with institutions of higher education. This proven framework will enable the CCES program to train faculty at member community colleges using the best practices and principles of environmental service learning to address local environmental issues and to integrate their students in the process. Drawing on the experience of the 2012 EPA EE Grant, the community projects, including a required student-led community presentation, will encourage environmental literacy and action by contributing knowledge, research, and tangible resources to organizations that address critical local environmental issues.

Additionally, many of the students who will be taking these courses, live in or near their local college communities and commute to school. Numerous non-traditional community college students are also busy raising their families and working while going to school. These students are more likely to stay in the area upon graduation, continuing to apply the skills they learned through these courses to address local community environmental needs.

(v) Implementation/Delivery Method: We will reach our target audience of college faculty and students through our network of 36 Campus Compact member community colleges in Maine, Massachusetts, New Hampshire and Vermont. Through a highly competitive process, sub-grants will be made to 5 campus teams from this region. Each faculty team made up of four individuals will be trained at a faculty institute and receive ongoing technical assistance and professional development support from MCC staff and our environmental educator consultant for course preparation. Each of the 20 courses will integrate environmental stewardship into the curriculum and will reach a total of at least 360 community college students in Maine, Massachusetts, New Hampshire and Vermont. Each course will culminate with a student led community event. Experiential Field Seminars (one per state) and Best Practice Conference will be held for faculty (including participants from the 2012 grant) and small teams of students from each sub-grant campus in September 2017.

(vi) Audience: The bulk of our Northern New England community colleges are based in rural areas, often serving low-income post-secondary students and some tribal communities. Our Massachusetts community college members, based in urban and rural settings, serve a diverse range of students including many low-income and minority students. We will target and select sub-grantee community colleges with high concentrations of low-income and minority students in both rural and urban settings. An anticipated 360 students will be enrolled in these 20 courses. At least 20 faculty, from multi-disciplines, will be trained in the design and delivery of high quality environmental service-learning courses.

(vii) Costs: MCC is requesting \$90,000 from the EPA. CCES initiative expenses will be dedicated to: personnel, fringe benefits, travel, supplies, contractual, other, and indirect. Included in the "other" category, MCC will sub-grant to 5 campuses over 4 states. Each campus will receive a sub-grant of no more than \$4,500, with total sub-awards of \$22,500 (or exactly 25%

of the EPA request amount). We have also included Experiential Field Seminars (1 per state) and a Best Practice Showcase to reach an expanded audience. The total project budget is \$120,227.67 with \$30,227.67 cost share included in the overall amount. Please refer to our detailed budget (section 4) for a full listing of expenses.

(b) Project Description

(i) What? For Maine Campus Compact's *Community Colleges for Environmental Stewardship: A Replicable Model for Environmental Education and Behavioral Change* project, we will focus on the two EPA educational priorities – **Community Projects and Environmental Education Teaching Skills** – and the two environmental priorities– **Climate Change and Protecting Water** because they align perfectly with CC's mission of deepening our member campuses' ability to educate for social responsibility. For many years we have been delivering and improving our faculty training for educating through community projects. In 2009 and again in 2013, MCC's Board adopted environmental sustainability as one of two priority issues for the Compact. This initiative will foster the development of new community-project courses furthering this priority. In the process, we will provide in-service professional development for faculty from 5 community colleges to improve their environmental and community-project teaching skills. Our aim is to include faculty teaching all academic disciplines in this effort, not just those from environmental studies and related disciplines.

Northern New England college students are passionate about the quality of their rivers, lakes, ocean, and forests. Most of these students (over 80%) are local; that is they attend college near home. This is especially true of community college students, many of whom commute to school. They are rural Maine, New Hampshire and Vermont people advancing their educations to make a living here and preserve a rural way of life. Massachusetts students are equally passionate about their lakes, oceans, and landscapes but face added challenges to ensure the environmental health of their urban areas, and minimize the impacts of sea level rise along the state's densely populated coastlines.

Our initiative has several overarching goals: 1) to prepare a diverse pool of low-income community college students for a lifetime of environmental stewardship, 2) to create and sustain changes in community college delivery of courses for ongoing environmental education of students in all fields of study; 3) to complete locally-focused environmental stewardship projects in Northern New England and Massachusetts communities to reduce energy use, greenhouse gas emissions, and protect water, and 4) serve as a replicable model for creating behavioral change to benefit the environment.

Our central objective is to provide sub-grants to 5 community colleges and train 20 faculty in the design and delivery of 20 courses with embedded community-projects and environmental education. Partnering with community organizations to address local environmental problems focused on climate change and/or water quality, these courses will support two of the EPA's environmental priorities through education for environmental stewardship to save energy and conserve resources to reduce greenhouse gas emissions, and to protect water through water use reduction, and pollution reduction and prevention. Near the conclusion of the grant period, each state will host an Experiential Field Seminar for regional community college faculty and a Best Practice Conference will be held for faculty and student participants from the 2012 and 2015 EPA EE grant cycles.

As a result of achieving these objectives, we expect to have significant impact on locally-focused environmental issues, provide 300 low-income/non-traditional college students with added motivation and skills to have a positive impact, and create a cohort of at least 20 faculty delivering exemplary environmental education and a multi-disciplinary replicable model for community colleges to expand environmental stewardship into the future. By expanding to include Massachusetts, we are confident that this model will be easily replicated on urban-based campus settings, with more diversity of student and community populations.

To understand how this will work, consider these examples from our 2012 EPA EE Grant: Eastern Maine Community College (EMCC) and NHTI: Concord's Community College. Both demonstrate the replicability of our multi-disciplinary faculty team model, while emphasizing the behavioral change around environmental stewardship that resulted from community college courses with embedded community projects. The first example from EMCC illustrates the use of this model with community college students collaborating across three different disciplines, and the NHTI example demonstrates the impact that community projects had on students' awareness of local environmental issues.

An example of the student learning outcomes and local impact of this project is seen in the faculty team from EMCC. This project focused on water quality monitoring for Penjajawoc Stream in Bangor, Maine. Penjajawoc stream does not meet state and federal water quality standards, and is adjacent to the EMCC campus. Regular monitoring of the stream is required to document any changes in water, but the financial and personnel demands created by routine monitoring can be burdensome for the City. EMCC students, in partnership with the Maine Department of Environmental Protection and the City, assisted in monitoring the stream. Students in biology, mathematics, and computer systems design classes were involved in various aspects of data collection, management, and summarization for the project. The biology students were tasked with designing a water quality monitoring study. Twice a week, they sampled four sites of the stream, measuring oxygen levels, pH, temperature, and conductivity. The mathematics students then used the water quality data generated by the biology students to create interpreted data distributions for each parameter and site. Finally, the computer systems design students created a custom database for the water quality data, which was shared with the community partners. The project was successful in several respects. It fulfilled a community need by providing data for the City and DEP, thereby addressing a local environmental issue

by enabling community institutions to better meet water quality standards. Although both of these entities have monitored water quality on the stream before, neither is actively monitoring now due to funding constraints. Second, the project provided students in several disciplines with opportunities to participate in a real, hands-on environmental problem. Students were able to see many aspects of the process that goes into scientific study, and to better understand the collaborative nature of science.

Faculty at NHTI: Concord's Community College demonstrated a similar model of successful interdisciplinary collaboration and local environmental impact. The faculty team focused their sub-grant on providing environmental education opportunities for students in all fields of study. The project addressed storm water management, water quality, and climate change. Some existing environmental specific courses were redesigned to include projects addressing storm water management and climate change. Other courses were redesigned to include service learning projects to raise students' environmental awareness. NHTI wanted students to gain a deeper understanding of the importance of environmental stewardship in their lives and communities as well as be more informed about environmental issues and challenges. Surveying and Fresh Water Ecology students assisted in evaluating the water quality of the three rivers for organizations researching the effects of road salt concentrations in New Hampshire waterways. Students in a Social Work class conducted a qualitative demographic survey regarding knowledge of water quality and forest health, as requested by the community partner. Sustainable Landscape students contributed to a study that monitored vegetation in an area subjected to storm water runoff. They created a site plan that illustrated drainage swale, infrastructure, and boundaries which directly related to the course learning objectives. Students' attitudes toward water quality were impacted from this hands-on experience with these projects as expressed in the following excerpt from a student's reflection: *"I realized how important our water is on our earth. I never thought that NH would have polluted waters. I want more people to be careful of what they pour into the ground and water."* The examples above highlight the elements of the environmental education continuum that community college students experience in these courses. Through fostering awareness, knowledge, critical thinking, problem solving, decision making, and action, these courses develop the motivation and skills for environmental stewardship in students.

ii) Why?

There is an extremely urgent need to systematically transform US higher education to create an informed citizenry about the scientific, social, political, policy, legal, cultural, and moral dimensions of climate change. —Dr. John Lemons, ethicsandclimate.org (Lemons)

Explain the need for this project to serve as a model in the field (why this project and these goals?)

According to the EPA, the evidence is clear that our planet is warming and that human activity is largely responsible for this change. With earth's average temperature projected to rise 2 to 11.5 degrees by 2114, dramatic changes to our planet will ensue and will impact future generations for years to come. This combined with the fact that here in Northern New England and Massachusetts, rising sea levels, increasing frequency of heavy rainfall events/flooding, threatened forests, and numerous other environmental concerns will make climate change increasingly impactful in realms of agriculture, public health, recreation, and everyday life. Institutions of higher education are uniquely positioned to address urgent issues like climate change and the quality of our water through research, scholarship, and community-based projects. Moreover, MCC believes that colleges and universities have a *moral imperative* to use their resources and intellectual capital to be national leaders in the fight against climate change and poor water quality. Through this grant, we intend to work with faculty deeply committed to community engagement and environmental sustainability to prepare the next generation of leaders to confront this urgent issue, starting *today*. We concur with the researchers from the University of Pennsylvania who argue that colleges and universities can be "anchor institutions" offering permanent civic partnerships in order to advance their stated missions of improving the quality of life in their local communities. (Harkavy and Hodges, "Democratic Devolution: How America's Colleges and Universities can Strengthen their Communities," October 2012) Within this higher education context, our focus on community colleges addresses the critical need to involve low-income students in environmental stewardship efforts, as they are among the disadvantaged populations proportionately affected by climate change. Social location in rural or urban impoverished communities, lack of resources, and greater vulnerability to environmental and health risks cement the urgency for these demographics to be environmentally literate, active agents in their local communities. Likewise, we are seeking to pro-actively strengthen the motivational and behavioral outcomes identified as challenges in our initial assessment feedback. Cumulatively, these efforts will address the growing gaps not only in social vulnerability of disadvantaged populations to climate change, but also the disparity between wealthy and poorer students completing college, as reported recently by the *Boston Globe*. (2/4/15) By strengthening student learning outcomes and introducing community engagement into courses, community colleges will be better positioned to educate environmentally literate citizens.

Why we have chosen the EPA's Community Projects and Environmental Education (EE) Teaching Skills educational priorities. We have solid evidence that embedding community projects in courses improves the quality of education and cultivates civic problem-solving and environmental stewardship skills in our students. In 2010 we conducted a study of 19 campuses and 700 students across Northern New England, and found that students completing this type of learning were more challenged, more academically engaged, more engaged in their communities, and more motivated to continue their community engagement than students in courses without community projects. Initial findings from our 2012 EPA EE grant surveys indicate that while the understanding of the issue for both students and faculty has been enhanced, the behavioral change component has been somewhat more stubborn, but is achievable given some improvements to our initial model. To strengthen the maximum impact for student behavioral outcomes as a result of courses being taught, we plan to significantly enhance

professional development support for faculty and enhanced experiential, service learning and community focused opportunities for students with this new request. Placing greater emphasis on these two EPA educational priorities will help us ensure greater integration of behavioral outcomes in the course design and implementation and a more deeply rooted experience for students to ensure behavioral change and community impact on climate change and water protection issues.

Why we have chosen the EPA's Addressing Climate Change and Protecting Water environmental priorities. Over 80% of students enrolled in our member campuses are from Northern New England (IPEDS data, fall 2010), and have a stake in the environmental sustainability of the region. In the past decade they have seen the effects of climate change through the shrinking of the northern boreal forest, more extreme winter and summer weather, rising sea levels, and restricted habitats for northern animals. In addition to climate change, New England's water bodies are at risk from varied pollutants including runoff from paved surfaces, mercury from power plants, and excessive nutrients from agriculture and wastewater (Conservation Law Foundation). They care deeply about climate change and water quality in Northern New England because they are attached to this area by history and because they will be making a living here, raising families, and becoming future leaders and community advocates for their regional environment. Likewise, students from urban areas in Massachusetts also have a stake in protecting their regional environment. As cited by the EPA, "Boston is projected to experience an increase in the number of days reaching 100°F — from an average of one per year between 1961 and 1990 to as many as 24 days per year by 2100." (EPA) Other unavoidable environmental issues in the Boston metro area include sea level rise/shoreline change, declining air quality, rising temperatures, and coastal flooding.

Why are these educational and environmental priorities important to Campus Compact and our member sub-awardees? Much of the economy in Northern New England and Massachusetts is natural resource-based; fishing, tourism, outdoor recreation, farming, etc. Our member campuses recognize the imperative of preserving our natural resources while preparing students for environmental stewardship and employment as a critical economic development strategy for the region. As noted above, Campus Compact's mission is to help campuses develop active citizenship skills in students, with a priority of environmental stewardship. Our member campuses expect CCs to serve as a resource for supporting and training faculty in their efforts to integrate community projects into the curriculum towards this end. The diverse disciplines represented by faculty involved in our 2012 EPA EE grant illustrate the effectiveness of taking a multi-faceted approach to confronting challenging environmental issues. Because of the interwoven causal factors behind climate change and water quality, all postsecondary disciplines and programs must assess their unique potential to inspire today's students to become actively involved in solving these critical issues.

iii) How?

Over the course of two years, MCC will make sub-awards to 5 community colleges across Maine, New Hampshire, Vermont and Massachusetts. We will train at least 20 faculty (all new to this project) from these campuses to design and implement a minimum of 20 courses with embedded environmental community projects impacting at least 360 college students. These 20 courses will be in a wide variety of academic disciplines: humanities, social sciences, health professions, natural sciences, engineering, and professional preparation programs and each will culminate with a student led community event. In addition, sub-grantees will create and carry out action plans to sustain these courses after the grant and will have ample opportunity to share best practices and model programming with a vastly expanded network of faculty (including faculty from the 2012 EPA EE grant.) At the end of the project, 20 community projects on climate change or water quality will be completed, 360 students from diverse settings will be motivated and equipped for environmental stewardship, faculty will be prepared and supported to continue delivering courses embedded with environmental community projects, and a replicable model for wide spread local, regional and national implementation in diverse settings will exist.

Program Design and Outreach: We will convene all four state CCs in December 2016 to develop the Request for Proposals (RFP), coordinate an outreach plan, and establish the review process for the sub-award program. These will be similar to those designed for the 2012 EPA EE grant. Our outreach plan is built on the foundation of our established relationships with member campus Presidents, Vice Presidents, and Community-Project Learning Professionals and past EPA EE faculty/staff teams from these community college. These networks know us, trust us, and rely on us to bring resources to them in the form of sub-grant opportunities, AmeriCorps programs, and professional development opportunities. We have a proven track record in successful recruitment of sub-grantees for similar projects as demonstrated by our first EPA EE grant, and have always reached met our targets for numbers of sub-awardee campuses.

We will release the RFP to our network of 36 community colleges in January 2016. Following the release, we will hold four information sessions to provide an overview of the grant and its requirements for prospective applicants. We will also utilize this time to discuss faculty recruitment. Interested community colleges will submit a letter of intent to their state Compact office. All applicants will be required to meet both educational priorities and at least one environmental priority. Only one application will be accepted from each submitting campus under the president's or provost's signature.

Sub-Grant Awards and Training: In spring 2016, the 4-state partnership will select 5 sub-awardees (at least one per state) through a highly competitive process. All sub-grant proposals will be read and scored by a team of external reviewers. The criteria used will include clarity of proposal, degree to which the plan identifies participating faculty, environmental priorities,

a feasible plan to reach objectives, and commitment to the action planning process. Each sub-awardee will receive up to \$4,500 to support the development of courses with environmental community projects to be used for materials, honoraria for guest speakers, transportation to project sites, and additional components to strengthen the delivery and sustainability of courses and community projects. Preference will be given to projects that enhance student behavioral change resulting in lower carbon emissions and improving/protecting water quality, serve diverse audiences and local communities, and are easily replicable. Sub-awardees will be required to send their campus project manager and faculty to a Regional Institute in June 2016 to receive training and faculty development related to program implementation.

At the 2-day Regional Institute, the MCC Program Manager and Executive Director will provide training for campus **sub-grant project managers** on sub-grant goals, outputs and outcomes, environmental and educational priorities for the sub-awards, matching funds, ineligible activities, evaluation and reporting requirements, and action planning for project sustainability. MCC's high quality training is an important support for sustaining and increasing the number of courses embedded with environmental community projects that are delivered following the grant period. We will require sub-awardee action plans to include a system whereby former and current faculty trained through this grant will mentor interested future faculty members in their respective institutions to sustain and increase the number of courses delivered. If any community college was a recipient of the first MCC EPA grant, the new faculty teams will be required to build off the action plan submitted under the first grant to ensure maximum campus collaboration and project sustainability.

At the Institute, **faculty** will receive professional development training in community partner relations, building student capacity for behavioral change and action, developing an environmental problem statement, assessment of learning, integrating climate change and/or water quality concepts into their disciplinary teaching, and program evaluation. This training will be led by an experienced faculty facilitator and the environmental educator consultant (to be hired under the grant) will work with faculty at the Institute to provide added resources and ideas for incorporating learning techniques for greater behavioral change impact and to ensure the successful embedding of student led community events into course design. A panel of 2012 EPA EE faculty will also share their experiences and lessons learned with the new set of faculty.

Sub-Grantee Monitoring, Course Delivery, and Action Plan Execution: In summer 2016, we will conduct sub-awardee monitoring and consulting calls to support the cohort of faculty with course development and campus sub-grant project coordinators with action planning. Action plans will contain strategies for the following types of activities: creating systems to maintain campus/community partnerships, creating processes to recruit, train and support faculty environmental educators, and establishment of tracking/evaluation methods. We will also develop course evaluation and reporting tools.

Fall 2016 will mark the beginning of delivery of courses with embedded community projects. In the winter and following spring, faculty will implement the courses they developed, engaging students in community projects. The course will culminate with a related student led community event, such as a presentation to a local school group about conserving water or a panel discussion about how to reduce home energy use for local residents. This experience will provide students with leadership experience, communication skills, and confidence to address locally-focused environmental issues. Faculty will be responsible for reporting on specific student outcomes, environmental outcomes, and other outputs. Sub-grantees will also complete the activities outlined in their action plans, including campus-specific faculty development, community partnership advancement, and the creation of systems to support faculty and track and evaluate their efforts.

MCC will coordinate monitoring across the four state Compacts. In addition to conducting spring and fall monitoring and consulting site visits with each sub-awardee to ensure adequate progress and compliance, we will implement ongoing environmental technical assistance support for faculty and students as outlined below.

Ongoing Environmental Technical Assistance Support for Faculty and Students: To strengthen the maximum impact for student behavioral outcomes as a result of courses being taught, we plan to significantly enhance professional development support for faculty and enhanced experiential, service learning and community focused opportunities for students with this new request. This will be achieved by adding a part-time environmental educator consultant who will provide technical assistance support for faculty course development, classroom presentations for students, campus and online trainings, resource support, and assistance with planning and implementing student led community events. More opportunities to participate in conferences, field seminars and outreach events for faculty and students will also be integrated. The environmental educator will receive training through Echoing Green or similar professional development organization to ensure maximum effectiveness in his/her campus consultations/trainings/presentations.

Opportunities for Sharing Best Practices, Added Training for Students and Replication of Model Program:

To ensure replication of this model, including the sharing of model curricula and a deeper behavioral experience for students, sub-grant faculty teams and 3-5 of their students will have the opportunity to share their experiences and receive added training at a Best Practice Conference to be held in September 2017. Participants from both the 2012 EPA EE sub-grant teams and 2015 teams will be invited to participate. Highlights will be an inspiring environmental speaker, opportunities to share best practices/curriculum models/educational materials and cross-pollination of ideas for faculty and action-oriented training for students around creating local environmental change. Additionally, one team from each state will be selected to host an Experiential Field Seminar in spring/summer 2017 for faculty and students from other community college institutions in that

state to share model programming/curriculum, best practices, and lessons learned in a real world setting. The University of New England's Dr. Christine Feurt, one of our 2012 EPA EE sub-grant faculty hosted a field seminar focused on the Saco Estuary in October 2013. The field seminar was modeled after an East Boston field seminar she participated in at the 2013 EPA Community Involvement Training Conference and will serve as a model for replication for the state field seminars.

To further expand the impact and replicability of this project, two representatives will present this model to national audiences at the 2017 Association for the Advancement of Sustainability in Higher Education Conference, pending proposal acceptance. Among others, we also plan to submit proposals to present regionally at the 2017 New England Environmental Education Alliance Summit and the Eastern Region Campus Compact Conference. Faculty will be encouraged to present to audiences on their campuses, in their communities, and at local, state and national conferences that they may attend. Additionally, we plan to utilize our affiliation with national Campus Compact to disseminate information about this model and encourage its replication for CC member campuses (including community colleges) in other states.

Evaluation and Reporting: MCC will incorporate the best evaluation practices developed under the 2012 grant. Revised pre- and post-surveys, with additional questions about behavioral outcomes, will be administered to students and faculty to assess improved confidence and motivation for behavioral change regarding environmental stewardship. Our evaluation expert from Bates will interpret the data, which will then be shared with campuses. All faculty teaching under the grant will submit a Faculty Report with data and reflections about their courses and community projects. At the conclusion of coursework, each school's Project Manager will submit a Campus Report which will include a summary of all courses and community projects, a narrative about project sustainability, and budget reconciliation. Additional evaluation will take place through focus groups at the Best Practices Conference, and through surveys of community partners.

MCC is confident that through the outputs described above, we will fulfill the outcomes described in our Logic Model regarding the increased ability of community college faculty to effectively involve low-income students in community projects that will improve their environmental literacy and provide them with opportunities to tackle real-world environmental problems. We believe that by affording these community leadership experiences to low-income community college students, their confidence and motivation to address local environmental issues will increase, with long-lasting implications for positive local environmental impact.

iv) Who?

Our target population of sub-grantees includes 36 Campus Compact member community colleges in four New England states. All of our ME, NH and VT members are based in rural areas, according to the federal definition of 'rural', and about seventy percent of our northern New England potential sub-awardee campuses are in communities of under 15,000 people. These campuses serve rural students and rural communities, including tribal communities, often overlooked in federal grant-making. In northern New England, we will target and select campuses serving primarily low-income students in rural settings. Over 80% of students attending sub-awardee campuses in ME, NH, and VT are from rural Northern New England with the vast majority coming from low to middle income backgrounds. Nearly 75% of enrolled students in colleges and universities in Northern New England qualify for financial aid. Sixty percent of students are female; approximately 25% of students are over the age of 30; approximately 10% of the student body is either non-white or foreign-born (this percentage is significantly higher than the percentage of non-white or foreign-born people in the region who are not in college). We are focused on the participation of low-income rural students in this project. These students are particularly vulnerable to increasingly severe weather, increases in energy prices, and availability of clean water for drinking and recreation. We have seen students drop out of college because a 25 cents/gallon increase in gasoline prices meant they could no longer afford to drive 70 miles round trip to campus for classes each day. Our member campuses include community colleges with non-traditional students many of whom are already active in the local community and raising families.

The inclusion of Massachusetts will enlarge our geographic reach into densely populated settings and diversify our sub-grantee student pool to include racially and ethnically diverse student populations. Expanding into Massachusetts will provide an opportunity to demonstrate how this model can be seamlessly replicated with a diverse audience in more urban environments where there are greater cultural and language differences. As stated in the Why section, many MA schools are in urban regions that are experiencing rising sea levels in population-dense areas, in addition to other severe indicators of advancing climate change. In all four states, our faculty and students have networks of community relationships, many of which have been built and strengthened under our 2012 EPA grant, which will help to further the environmental stewardship projects. Our consortium of colleges will have a large impact in New England because of this.

Three community colleges across northern New England participated in our 2012 EPA EE grant, and are familiar with this model of cross-state collaboration. In addition to utilizing this network, our outreach plan includes working through the CC networks of college presidents, provosts, and civic engagement staff. Our experience in organizing similar teams under our 2012 grant will greatly facilitate the process of assembling effective teams under this grant consisting of all new faculty.

Each sub-awardee will target community college faculty and students and community members and will recruit teams of 4 faculty, for a total of at least 20 faculty members to deliver community-project learning courses to at least 360 college students

across the four states. Faculty members will be targeted based on their interest in integrating environmental community projects into their curricula. We will encourage faculty from a wide variety of academic fields. In our 2012 grant, we attracted faculty from varied departments including Social Work, Political Science, Architecture, Philosophy, Geology, Environmental Studies, Art, and Psychology. We will support faculty recruitment through the provision of recruitment emails and flyers, faculty info sessions, and strategic decisions targeting the offices and people on campus most influential in attracting faculty. We had overwhelming success using these strategies with our 2012 EPA EE grant with all 19 sub-grants awarded and exceeded our target number of faculty and courses taught.

Student recruitment will take place through regular course registration processes. The environmental community projects will be embedded in regular community college courses meeting general education, major or minor, or elective requirements in a variety of academic fields.

(c) Project Evaluation:

Our evaluation goals are to measure the extent to which our planned activities and the activities of our sub-awardees are completed, to measure the extent to which our activities and our sub-awardees' activities are leading to short and medium-term outcomes in the project period, and to establish how well we are managing our program. MCC has several tested models for evaluation and assessment developed under the 2012 grant that will be replicated and strengthened under this grant. At the Prime Recipient level, we will have the following outputs completed by the end of June 2016: outreach plan, RFP, three information sessions, review process, selection and award of sub-awards, and the first sub-grantee Project Manager and faculty development Institutes. Evidence of completion of these outputs are meeting notes, documents, attendance sheets and institute evaluations, sub-award agreements, and submitted action plans from sub-awardees.

Other outputs for the fall of 2016 are improved evaluation tools and systems, including strengthened faculty surveys to measure improved faculty motivation and ability to deliver high quality environmental education through community-project learning projects, and strengthened student surveys to measure increased skills, knowledge and motivation for environmental stewardship. Subsequent outputs are site visits and completed evaluation activities. We will ensure that outputs (activities) are completed at the sub-awardee level through the submission of action plans by sub-grantees in January 2017. We will have phone contact and two site visits with our sub-awardees to check on action-plan progress including the delivery of supplementary faculty, staff and community partner meetings and trainings.

To measure the extent to which our activities and our sub-grantees' activities are leading to short and medium-term outcomes, we will conduct pre and post surveys of faculty and students. Faculty will take pre-surveys before participating in the Regional Institute, followed by the post-surveys during their course delivery. At the beginning and end of each course, students will take online surveys. Following each semester, our evaluation expert from Bates College (Dr. Georgia Nigro) will tabulate all data to give a comprehensive picture of any statistically significant changes in motivation and confidence concerning environmental stewardship. Surveys will be designed to be short, and to give us an indication of the effects of our trainings and the courses on our desired outcomes of increased skills, knowledge, motivation and behavior in students participating in our courses, and improved faculty motivation and ability to deliver high quality embedded environmental community projects. Dr. Nigro will help us design the pre and post surveys, and will analyze the data.

In addition to our pre and post surveys, we will collect faculty reports from our sub-grantees at the end of each semester detailing the number of students enrolled in their courses, community projects completed by students in courses, and detailed reflections about any weaknesses or successes of the courses and community projects. Along with these reports, we will ask participating faculty to submit their course syllabi for dissemination at the Best Practice Showcase. In addition, MCC will administer a written survey to all community partners involved with grant-supported courses. To determine project management best practices, we will ask sub-grantees at the initial training to give us feedback on the RFP, information sessions, and sub-grant selection and award process. We will ask sub-grantees at site visits and in final reports for feedback on other aspects of the project. We also plan to provide faculty with tailored guidance on how to do their own internal assessment of courses and community projects on their campuses at the June Institute.

There are several assessment tools in place to evaluate the overall efficacy of the environmental education model developed under the grant. In fall 2017, each campus's Project Manager will report on all activities and present tangible products through a Campus Report. In spring 2017, State Compact offices will consolidate learning from action plans and courses, conduct analyses of student and faculty surveys, and publish results online and at a meeting of state Campus Compact Directors. Qualitative assessment will also take place at the Best Practices showcase, during which a focus group of Project Managers will convene to discuss each campus's outputs and outcomes.

The lasting impacts of this sub-award program will be 1) the continued delivery of courses embedded with environmental community projects on an annual basis to over 360 community college students, 2) the positive post-graduation environmental attitudes, skills, habits, and contributions of students from sub-award campuses, and 3) improved changes in energy use and water quality in local communities from the course projects.

Appendix (c): Programmatic Capability and Past Performance

In the past five years, Bates College, which hosts and serves as fiscal agent for Maine Campus Compact (MCC), has managed federally funded sub-grants. Bates has clean audits and strong systems and processes for stewardship of federal funds. Please see Federal Grants List below for details of Bates' recent history with federal grants.

Maine Campus Compact has managed *privately*-funded sub-grant agreements (19 at \$4,000 each) to member campuses to implement action plans and seed community-based learning in the past, and just completed management of a *federally*-funded EPA EE grant. Sally Slovenski manages the contracting and programmatic aspects of sub-granting activities. Dr. Georgia Nigro, the evaluator for this proposal and the evaluator for our 2012 EPA EE Grant has experience in preparing IRB approvals, setting up collection systems, and data analysis and interpretation. Bates' MCC has met all reporting requirements of prior grants in a timely manner, and has met the objectives of the grants.

All interim reports for our 2012 EPA EE Grant were submitted on time and in accordance with the grant terms and conditions to date. Likewise, we met or exceeded all of our benchmarks for this grant. As projected, all 19 of our sub-grant slots were filled by 4 person teams or more. A total of 89 faculty were recruited for teams and trained (14 more than projected) resulting in 93 courses being taught (18 more than projected) with 1,548 students enrolled in courses. We also *exceeded* the amount of matching funds contributed by schools by over \$23,000. All 19 sub-grantee campuses under the 2012 grant have an Action Plan in place that will continue to strengthen campus-community sustainability partnerships, train additional faculty to deliver community-project environmental education in their disciplines, and fortify structures to support community project education for their students.

Faculty teams and Project Managers from the 2012 grant reported that this model of teamwork, designed by MCC, has provided unprecedented opportunity for interdepartmental collaboration and student impact. With experience with this model under our belt, we are now in a unique position to implement a strengthened and expanded replicable model of our successful team-based approach as outlined in this request.

In another example of MCC's success with program management, through a 2003-2006 federal grant from the Corporation for National and Community Service, Bates' MCC successfully leveraged higher education resources to have meaningful impact in local communities while increasing the capacity of community partners to meet community needs. Forty-six sub-grants were awarded to campus/community partnerships across three states. Data collected in surveys showed that 95% of higher education respondents and 92% of community partner survey respondents reported stronger relationships, and 75% of community partners reported more community needs being met as a result of our Learn and Serve grant partnership development activities. We exceeded all of our goals. Over 15,000 students participated in community-based learning, dialogues and other service related activities in our states over a three year period. In the same period we engaged and trained more than 1500 faculty and more than 350 staff from our campuses.

Middlebury College (Vermont Campus Compact) was the primary recipient for this grant, but Bates' MCC managed all sub-granting in Maine and played a primary role in creating RFPs, evaluation systems, monitoring systems and professional development for faculty and staff. As a result of these two grants, we now have well-developed systems for creating RFPs, recruiting faculty and staff participants, working with evaluators to create evaluations systems, administering feedback and surveys online, and ensuring that behavioral outcomes are met.

In collaboration with our Campus Compact partners in Massachusetts, New Hampshire and Vermont—and with a membership network consisting of 126 postsecondary institutions and over 600,000 students, and extensive expertise in building campus/community partnerships to solve critical problems—we have the resources and strong qualifications needed to implement this ambitious project. We have also demonstrated environmental stewardship as a key priority by piloting programs such as those listed below to direct community-project learning resources towards environmental sustainability:

- Held a campus sustainability workshop to form campus green teams of faculty, staff and students to reduce campus energy use
- Created several AmeriCorps programs to dedicate passionate recent college graduates to a year of service on campuses to mobilize campus/community to address environmental issues

- Piloted faculty development workshops on environmental sustainability and community-project teaching
- Held a College Dining Summit on Sustainability to bring faculty and students together with dining services managers to strategize ways for them to reduce dining water, energy use and water consumption
- Hosted a state-wide consultation with the Oregon-based Sustainable City Year Program to explore a similar model with 10 campuses in Maine

Attached are one-page resumes for two key personnel: Sally Slovenski, Executive Director of MCC, Heather Craigie, Program Manager of MCC. Sally Slovenski has over twenty years of program design and management experience, including implementing the 2012 EPA EE sub-grant competition, monitoring sub-grantee progress, and achieving proposed goals and objectives. She has strong knowledge and experience in developing and institutionalizing community-based learning and campus/community partnerships. Heather Craigie has managed community-based learning projects and grant programs both nationally and internationally for over 8 years. She has successfully overseen the implementation and monitoring of MCC's 2012 EPA grant. Through a competitive process, we will include two consultants, with extensive experience with community-based pedagogies, environmental education and working with lower income students to help facilitate our June 2016 faculty institutes for the EPA Local Grants Program. The assembled team is/will be well-versed in collaborative projects, federal grant management, and enthusiastic about expanding our networks to foster replicable models of environmental stewardship among Northern New England and Massachusetts college students and to successfully achieve the objectives of the proposed project.

Appendix B: Detailed Budget Table

Line Item	EPA Funds	Matching Funds	Total Project Cost
Personnel	\$15000.00 (Heather Craigie, Program Manager \$16.25 x 442 hours/per year x 2 years = \$12,000 plus cost share amount; Sally Slovenski, Executive Director \$28.79 x 212 hours x 2 years = \$2000 plus cost share amount; Georgia Nigro, Evaluation Expert \$89.40 x .01 month = \$1000 plus cost share amount)	\$13,090.86 (Craigie \$2453.40; Slovenski \$10206.96; Nigro \$430.50) Refer to EPA Funds column for hourly wage and number of hours.	\$28, 090.86
Fringe Benefits	\$4976.50 (Craigie 35% benefits rate for \$4200.00 plus cost share amount; Slovenski 35% benefits rate for \$700 plus cost share amount; Nigro 7.65% summer salary rate for \$76.50)	\$4581.81 (Craigie \$858.69; Slovenski \$3572.44; Nigro 35% academic year benefit rate for \$150.68) Refer EPA Funds column for benefits rate.	\$9558.31
Travel	\$9785.00 (Campus site visits-5 campuses x 2 visits x 220 miles x .575 cents/mile = \$1265.00; Staff travel to coordination meeting, June Institute, Field Seminar, Best Practice Conference- \$100/meeting x 4 states = \$1600.00; June Faculty Institute- 18 hotel rooms x \$120/room = \$2160.00; Sub-awardee travel to faculty institute- 10 carpools x 200 miles x .575 cents/mile = \$1150.00; Best practice showcase- 10 carpools x 200 miles x .575 cents/mile = \$1150.00; National Conference- 2	\$0	\$9785.00

Appendix (a) Timeline

Timeline: Bates/Maine Campus Compact

Year	Month	Action	Event	Milestone	Evaluation
2015	December	Develop RFP, outreach plan, review criteria	4-state CC planning meeting		
2016	January		4 information sessions (1 per state)	RFP distributed	
2016	March	Applicants prepare and submit proposals; recruit faculty for team participation		Campus proposals due	Prime recipient and evaluator prepare faculty evaluation tools
2016	April	Select sub-grantees			
		Prepare Institute			
2016	June		Regional Institute: Faculty development and sub-grantee training		
2016	July/August	Sub-awardees prepare action plans and budgets. Faculty prepare courses.	Make sub-award contracts, and cut checks to sub-awardee campuses		Prime recipient and evaluator prepare student evaluation tools
2016	September	Courses being delivered, sub-awardee action plans implemented, including campus-specific professional development for faculty. Students prepare community events.	Site technical assistance, EE presentations and monitoring visits. 4-state coordination meeting.	At least 10 courses delivered, with 180 students enrolled	Student pre-surveys
	October				Follow up Faculty survey for those trained in June.
	November				
	December				
2016	December		Student led community events held	10 student-led community events around New England	Student post surveys, faculty end-of-course reports due
2016	December	Faculty trained at November Institute prepare courses.			
2017	January	Courses being delivered, sub-awardee action plans implemented, including campus-specific professional development for faculty. Students prepare community events.	Site technical assistance, EE presentations and monitoring visits. 4-state coordination meeting.	At least 10 courses delivered, with 180 students enrolled	Student pre-surveys
	February		Regional conference presentation: New England Environmental Education Alliance		
	March				
2017	April		Student-led community events held	10 student-led community events held around New England	Student post-surveys, faculty end-of-course reports due
	May				
2017	June	Syllabi compiled for posting and dissemination at Best Practice showcase			
2017	June-August		Experiential Field Seminars for EPA faculty and other community		

Appendix (a) Timeline

			college faculty (1 per state)		
2017	September		Best Practice Showcase for faculty and students		Sub-awardee action plan final reports, fiscal reports, Campus reports, and tangible products due
2017	October	Internal assessment of efficacy, lessons learned.	<p>National conference presentation Association for the Advancement of Sustainability in Higher Education (pending proposal acceptance)</p> <p>Regional conference presentation: New England Environmental Education Alliance (pending proposal acceptance)</p> <p>Regional conference presentation: Eastern Region Campus Compact (pending proposal acceptance)</p>	Syllabi compiled for posting and dissemination at Best Practice showcase	Survey data analyzed and evaluation report prepared.
2017	November	Prepare final report to EPA			

Appendix B: Detailed Budget Table

	people x 1 event=\$1000; Regional Conference Registrations- \$150 x 2 people x 2 events=\$600; Field Seminars for faculty/students- 4 states x \$500 faculty leader stipend x \$200 food=\$2800.00)		
Total Direct Cost	\$77,452.67	\$30,227.67	\$107,680.34
Indirect Cost (16.2%) Bates' negotiated F & A cost rate for Off-Campus projects is 16.2% (Cognizant Agency: DHHS)	\$12,547.30	\$0	\$12,547.30
Income	\$0	\$0	\$0
TOTAL	\$90,000.00	\$30,227.67	\$120,227.67

Performance Measures – Logic Model: Bates/Maine Campus Compact

Outputs	Outcomes		
	Short-term	Medium-term	Long-term
Prime Recipient			
Develop outreach plan to Campus Compact member campuses in ME, NH, VT, and MA		Enlarged and strengthened network of community college faculty aware of and engaged in environmental education.	Establishment of sustainable, regularly offered environmental education through community projects in courses in the region
Request for Proposals, review process, selection and award of 5 sub-grants	160 hardcopy RFP's disseminated across 4 states plus electronic dissemination	Improved knowledge about institutional change related to environmental education	
Prospective sub-awardee information sessions – 4 (one per state)	Increased awareness of environmental education needs in our region.		
Regional Faculty Institute (June 2016): Faculty development and subgrantee training – at least 20 faculty and 5 project managers	Improved faculty motivation and added expertise to deliver high quality environmental education through community projects in courses.	Increased ability for faculty to share their added expertise with peers.	
Sub-grant monitoring, technical assistance, site visits, presentations by environmental education staff person	Strengthened curriculum and faculty confidence in delivering courses with community-based environmental projects	Strengthened student motivation and confidence to address environmental issues	Strengthened student behavioral outcomes regarding environmental stewardship
Organize 4 Experiential Field Seminars (1 per state) --25 faculty/ staff at each for a total of 100	Professional development field opportunities for faculty under the grant and opportunity to share learned methods and best practices with expanded network of community college faculty. Impact an expanded network of community college faculty by sharing of best practices from EPA sub-grantee team in each state.	Faculty offer similar short-term experiential field seminar	Field seminar model is replicated in courses with community projects
Best Practice Showcase for 100 faculty and students (student teams of 3-5 per campus; minimum 15 students total)	Multi-disciplinary sharing of best practices and replicable teamwork model for faculty and leadership/mobilization development for students	Strengthened network of community college faculty engaged in environmental education and students engaged in environmental stewardship	Growing network and resource base for faculty and students working on sustainability in higher education to address locally-focused environmental needs
Present at 1 national and 2 regional conferences	Increased dissemination of best practices and models for replication	Other schools adopt similar model in courses	Growing network and resource base for faculty and students working on sustainability in higher education
Evaluation tools and systems	Refinement of faculty and student surveys and development of rubric for assessing	Knowledge about long-term sustainability of community	Schools build off assessment to constantly improve delivery of

Appendix (b) Logic Model

	action plans	partnership model developed under the grant and impacts	courses with embedded environmental community projects
Sub-Awardees			
Recruitment of 20 community college faculty and 5 staff	Participation in training institute	Participation in technical training on-site	Sustained delivery of courses embedded with environmental community projects
Delivery of at least 20 courses with environmental education community-project components, enrolling at least 360 community college students	Faculty and students working with community members complete locally-focused climate change and water quality projects	Better understanding of the issue for faculty and students; increased skills and behavioral motivation indicators for low-income/non-traditional students to address locally-focused environmental needs; expanded network of faculty committed to environmental stewardship	Positive behavioral change on the part of students with regard to environmental stewardship. Added preparation of low-income students to address climate change and water quality in their communities.
Administration of faculty and student environmental surveys, completion of project reports and action plans	Knowledge about efficacy of project model for faculty and students; best practices summarized and consolidated	Increased confidence and motivation around environmental stewardship in faculty and students	Increased confidence and motivation around stewardship in community partners
20 completed student-led community events tied to courses	Student and community collaboration on 20 events across New England and better environmental outcomes for local communities.	Increased student confidence and motivation to address environmental issues out of the classroom ; increased 21 st century skill development for low-income and non-traditional students to address capacious challenges.	Positive behavioral change regarding climate change and water quality on the part of students, and positive impacts for their regional environment through collaboration with community partners. Increased skills of low-income students around leadership, communication, and capacity to address environmental issues personally and professionally
At least 4 faculty participate in and/or present at regional conferences, workshops; 100 faculty and students participate in field seminars	25% of faculty under grant participate in additional professional development related to environmental education and/or reach expanded audience through presentations	Increased faculty awareness about how each faculty's course fits in to larger community of environmental educators and larger network of campuses prioritizing sustainability issues on regional and national levels	Increased capacity of faculty to offer students a wide breadth of instruction regarding environmental literacy and stewardship; replicable model employed for future courses on a regional and national level